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ABSTRACT

The strategies for distributing information and informational materials to educators that are described in this booklet include procedures both for organizing, maintaining, expanding and updating a mailing list, and for providing readers with a current awareness service. Various tools used to disseminate information are also briefly discussed, including bibliographies, directories, abstracts, literature reviews, reprints, news sheets, and newsletters. (FM)

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Booklet 6

mailing lists and dissemination of documents

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HOW TO ORGANIZE, MAINTAIN, EXPAND AND UPDATE A MAILING LIST

Little research exists about distribution procedures or mailing lists. One study, conducted in 1973, stated that, for people working in population programmes in Asia, some few suffer from an overload of information and materials; while the majority receive almost nothing at all. This would still seem to be true. With the vast numbers of people involved in most education programmes (and population education as well), there would seem to be a relentless tendency in the same direction: to supply a few key people with more information and materials than they can handle while the rest (teachers, for example) receive little or nothing. This is a difficult problem to solve, and, in some ways, no immediate solution may be at hand. However, some standard methods for distributing information and materials are described briefly.

SOME STRATEGIES FOR DISTRIBUTING INFORMATION AND MATERIALS

1. In several cases, materials have been distributed in a few geographic areas at a time; that is, first in a few districts or provinces in one part of the country, then later in another part and so on. This takes some of the pressure off of the clerical staff performing the mailings and enables the whole project to focus on disseminating information in one region at a time.
2. Programmes that provide face-to-face training for principals and head-teachers have, in a few countries, given participants enough books during the training period for their teaching staff as well.
3. Other countries distribute materials through district supervisors whose only responsibility is for the population education programme. This assures that at least one person in each area will be working to distribute materials.
4. In another case, the educational supervisors for several school subject areas redistributed publications. They were informed that the regional/national student examinations would include population-education-related questions and that it was therefore very important that the new materials be distributed.
5. Often it is not possible to give each teacher or each fieldworker population education instructional materials. When each school is given only one or

two copies of the materials, however, the fear is expressed that these will not be shared among the teachers. One programme decided to saturate some schools with complete sets of materials for all teachers while giving fewer materials to other schools. In another educational project, it was decided to shorten the teacher materials drastically so that more could be printed. An out-of-school programme, rather than giving large textbooks to learners, gave one page of information for each class session. This was done as a teaching method; in the long run it resulted in a large saving in paper and printed materials.

6. In another programme, a short questionnaire was sent to a small sample of the addresses. The questionnaire had to be returned to the central office of the educational programme. These were used to check the addresses and to determine how long it took for the materials to reach the recipients. The materials distribution programme was adjusted according to the results of the mailing.
7. Other distribution methods have included:
   - using commercial ships that stop at all seaports;
   - adding materials to the shipments of commercial distributors such as soft drink distribution trucks, or even teams of mules carrying goods up into mountains;
   - redistributing materials through local centres such as co-operative mills and teacher training institutions;
   - providing, not the actual publications, but stencils for local duplication and distribution;
   - using audio-visual vans which provide free film-showings to the public and participants of seminars, meetings and training courses.

PROCEDURES IN ORGANIZING, MAINTAINING, EXPANDING AND UPDATING A MAILING LIST

A. Identifying and categorizing your audiences

Usually, the various groups of audiences that your distribution programmes will cover have been identified in the total population education programme plan or design. Easier identification of specific types of audiences can be achieved if they are categorized into groups ranging from general to the more specific depending on the objectives and capability of your distribution system.

For example, at the general level, most population education programmes consist of the following major components or activities under which your audiences can be classified: (1) planning and administration; (2) curriculum and instructional materials development; (3) pre-service and in-service training and orientation; (4) research and evaluation; (5) clearing house, library or documentation services. Below is a matrix which will show how various types of audiences can appropriately be classified under each activity.

Activities	Audiences
1. Planning and Administration	Board or Committee Members, Secretaries, Presidents, Heads, Directors Supervisors, Principals, and other administrators
2. Curriculum and Instructional Materials Development	Curriculum developers, writers, artists, editors, mass media personnel, teachers and functionaries
3. Training and Orientation	Trainers, teachers, students, trainees, resource persons and fieldworkers
4. Research and Evaluation	Researchers, professors, statisticians, research assistants, students, teachers
5. Library, Documentation, or Clearing House Services	Librarians, documentalists, information officers.

Some overlapping of audiences cannot be avoided because one person may be doing two jobs at the same time, i.e., being both a researcher and trainer. No problem will arise if you are distributing two different publications which are specifically meant for training and research respectively. However, if a publication is to be distributed to all individuals in the mailing list, then individuals placed under the two categories, e.g. training and research, will

surely receive two copies of the same publication. In this case, it is preferable to use only one of their codes—the one which places them in a higher position.

The next possible step for further specifying your audiences could be done by grouping them according to various professional levels based on the major activities.

Example:

Activities	Policymakers	Middle-level Administrators	Practitioners	Researchers
1. Policy-making, planning and administration	Head of Boards, Directors, Presidents, etc.	Unit Supervisors, Division Heads, Superintendents	Not applicable	Research Director
2. Curriculum and instructional materials development	Presidents or Directors of Curriculum Development Agencies	Curriculum Heads, Information Officers, Publications and Audio-Visual Heads	Writers, Developers, Editors, Artists	Curriculum Researchers
3. Training	Presidents, Directors of Training Agencies	Training Heads, Supervisors, Superintendents, Principals	Trainers, Teachers, Students, Extension Officers, Field-workers, Functionaries	Training Researchers
4. Other activities of your choosing				

More refined classification can be done in several ways:

1. *Geographical coverage* such as (a) Central Office; (b) Regional; (c) State; (d) District; (e) Provincial; or (f) Village levels. If your programme is trying to reach audiences in other countries, then an international mailing list can be added.

2. *Organizational coding* such as curriculum units, training units, research and evaluation units, or education, agriculture, labour or health.

3. *Interest coding* such as (a) curriculum and instructional materials, (b) demography, (c) environmental education, (d) health education, (e) non-formal population education (f) sexuality education, and others.

Conducting surveys

The best way of obtaining the necessary information about your audiences is by conducting a reader's profile survey. This can be done by designing a short questionnaire aimed at gathering the following data: (a) name, designation and complete address; (b) activities and professional level; (c) information needs or interest areas; (d) type of materials needed and (e) fastest way of delivering the materials to the recipient. Below is an example of a questionnaire which the Population Education Clearing House uses in gathering information about its users' work and interests. These data serve as the basis for placing an individual's name appropriately under various categories in the mailing list.

This is a copy of your address. Please correct it if it is wrong by writing on this label.

Name _____

Address _____

City and province _____

Kindly check and specify which activities or projects you are ***mainly*** doing and what professional level you are in (please check only three).

Activities	Planner/ Policy-Maker	Middle-Level Administrator	Practitioner	Researcher
1. Research, monitoring and evaluation				
2. Curriculum development				
3. Teaching				
4. Training				
5. Project development				
6. Instructional materials development				
7. Library, documentation and clearing house services				
8. Policy-making, planning, administration				
9. Others				

Policy-maker: Programme/Department/School Head or other
Middle-level Administrator: Unit/Section/Project Head or other
Practitioner: Teacher, instructor, information worker or other
Researcher: Researcher

Mailing lists and dissemination of documents

In the boxes below, please put a check (✓) beside your major areas of interest. This information will be used to send you and your organization materials in the future.

PLEASE DO NOT CHECK MORE THAN 5

- ☐ Curriculum and instructional materials for population education in schools and teacher training (21)
- ☐ Demography (includes population dynamics, migration, census and statistics) (22)
- ☐ Library, documentation information and clearing house services for population education (23)
- ☐ Environmental education (24)
- ☐ Health education and population education (25)
- ☐ Home economics/science and population education (26)
- ☐ Non-formal population education (27)
- ☐ Sexuality education (28)
- ☐ Programmes for women and girls (29)
- ☐ Write other interests here:

_____

_____

_____

Please describe clearly the type of population education materials which would be ***most useful*** to you and your organization, (for example, instructional materials for pupils or non-formal literacy materials or bibliographies, and so on).

_____

_____

_____

If you have any information about mailing (the time it takes documents to reach you from Bangkok by air, by surface, and so on), please indicate this.

_____

_____

_____

Do you know of other institutions or individuals involved in population education? If so, please write their complete mailing address below, and they will be placed on the mailing list of the Population Education Clearing House.

_____

_____

_____

B. Storing and processing the mailing list

Once the audiences are identified, the names and addresses gathered and the organization or categorization designed, the next step is to store and process them into a mailing list. Mailing lists may be processed by hand (often using a simple stencil machine), a semi-automated mailing machine or, for big centres, a computer. Each of these is described briefly below.

1. Stencil machines

A list of addresses is typed on stencils, with six to twelve addresses per page. Usually all addresses on a page are in the same geographic area to make mailing easier. The page is then run off on a stencil machine in multiple copies. Thus there are several copies of each address. To make a mailing, the addresses are cut out of the paper by hand and are glued onto the packages.

To break the mailing list into subgroups (as for the selective dissemination of information), each address may be coded according to interest areas indicated by recipients or job categories as well as according to titles of particular publications which are to be sent.

When working by hand (that is, without using a computer), it may be more practical to divide the addresses by job categories or interest areas if you wish to tailor your information for different groups of users. Using a job or organizational or interest classification, the list could be practically divided into, say, ten parts. These addresses would then be typed on stencils in ten groups. Thus, addresses would be in batches, such as:

Jobs or Organizations	Interests
– Teachers	– Teaching materials
– Research workers	– Out-of-school programmes
– Key ministry officials	– Environmental education
– Libraries	– Science education
– Graduate students	– Mathematics
– Private firms	– Demography
– Non-governmental organizations	– All curricula
– Scientists	
– Physicians and nurses	
– Ecologists	

A short set of letter codes may be printed after the addresses to show the mailing clerk whether or not that address should receive the various documents. Here is an imaginary example:

Mr. Somjai Kowit
Lecturer, National University
12 Soi Klong
BANGKOK 14, Thailand

A, C, D

In this case 'A' means a publication entitled *Bulletin of Education*, 'C' means that the individual or institution is interested in teacher training materials, while 'D' means that science education materials should be sent.

Such a system is useful largely because it does not require special machinery. Wherever possible, it is best to use the *name and title* of the individual rather than the title alone. It may require some time to cut and paste all the addresses on envelopes. This system may be most useful if it is limited to 500 or 600 addresses.

2. Addressing machines

Addressing machines are specially designed for mailing lists. Using this system, an address is put on an individual cloth or paper stencil or an individual metal plate. These are filed together and are fed into a machine, which then prints the address directly on the envelope using the stencil. Some machines also can select certain subsets of addresses based on codes which are punched on the cards. This system is much faster than the cut-and-paste method, although it can be very time-consuming to put the address on the small stencil or metal sheet. Experience using small cloth stencils in the Clearing House showed that only about eight could be made in one hour. Furthermore it is time-consuming to correct the stencils and it is difficult to look through the mailing list when it is on small stencil cards rather than on a printed list. These machines may be most useful for stable lists of addresses that require few changes and are not divided into many complicated sub-groupings.

3. Computerized mailing lists

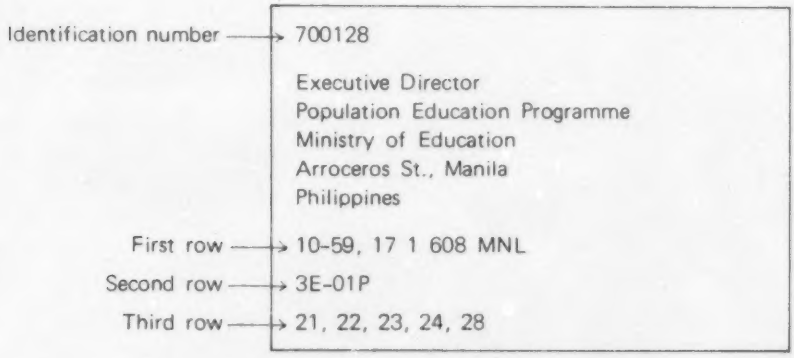
The Population Education Clearing House has recently begun to use a computerized mailing list programme. It enables the Clearing House to send out materials more quickly to one of a large number of different sub-groups of addresses on the mailing list. The machine processing of the addresses is flexible and can provide much information that would not normally be available. The computer prints sets of addresses, which can be ordered in various combinations, directly onto gummed mailing labels.

For the Clearing House mailing list, each address label contains the following information:

- a code for the country and city
- a code to identify the type of organization; for instance, a curriculum unit in the Ministry of Education
- numbers to show the interest areas with respect to population education, based on the Clearing House survey of readers such as curriculum, teacher training, non-formal or human sexuality
- codes to indicate method of mailing, by air, sea mail or pouch service.
- codes to indicate professional level such as policy maker, middle-level administrator, practitioner, researcher.

Thus, to send out a publication, the Clearing House could obtain mailing labels of certain types of institutions (e.g.,all libraries in certain countries) or mailing labels for all individuals with the same interest areas (e.g., non-formal population education). Publications are printed in quantities determined by counts of addresses made by the computer.

Example of an address label



First row
- 10 (organizational code) = Ministry of Education
- 59 (organizational code) = Population Education Programme
- 17 (professional level) = Policy maker
- 1 (code for region) = Asia and Oceania
- 608 (country code) = Philippines
- MNL (city code) = Manila

Second row (means of distribution and language of the publication)
3E-01P = Population Education Mailing List; English edition, one copy; to be sent by pouch.

Third row (All subject interest codes)
- 21 = curriculum and instructional materials for teacher training
- 22 = demography
- 23 = library, documentation and clearing house services
- 24 = environmental education
- 28 = sexuality education

C. Compiling and maintaining the mailing list

1. In entering a new name, make a check when the person is important or influential in his particular audience category.
2. Every name should have a complete and unambiguous address. Abbreviations should be avoided unless the abbreviated word is well-known and standard. First names should be spelled out (writing the family

name alone will not insure that it will reach the right person even if the particular address is correct). The community, city, or zone area in which the street is located should always be indicated.

3. If the staff have the time to undertake a systematic and periodic revising of the list (this is easier when a list is relatively small and selective) the recipients should be addressed by *name* and *title*. Not surprisingly, mail addressed to recipients using their name is much more likely to be opened and read (and hence used) if it bears their name than if it is addressed in an impersonal way.
4. In case of duplication such as when a name is found in three audience codes, e.g., a particular person may belong to the administrator category (being the dean of a college), a practitioner (since he also teaches in the same college), and considered also as a researcher (for undertaking research studies for the college), the highest position should be ascribed to him. This will prevent the possibility that he will unnecessarily receive three copies of a publication.
5. To spot immediately a duplication, code the names in alphabetical order or by geographical order with zoning code. Thus whenever correction, addition or deletion is to be made, the old list can just be compared with the new list, item by item.
6. For correcting errors, in names, addresses and spellings, proofreading is always advisable and the occasional use of an "Is-Your-Name-and-Address Correct" return coupon will help.

D. Correcting and revising the mailing list

1. Use "Return Requested" on mail so that the carrier will write the reason for non-delivery and the new forwarding address. This method of correction is limited to changes in new addresses.
2. Have the post office correct lists. In some countries, post office clerks and carriers can be asked to update names and addresses at a nominal charge. Again, in this method, new addresses will be added but no new names will be given.
3. Compare your mailing list against some agencies' mailing list or directories. Their mailing lists may have just been updated and new names had been added. Order revised directories as soon as they are available.
4. Send the list to people working in other agencies who are in charge of maintaining their agency's mailing list. These persons are the best source of corrections since they have access to the list of names in their respective organizations.
5. Insert a reply card or notice in the publication requesting correction. This method will not insure anything like a 100% return from recipients.

It may however also serve as a gauge of the interest of your recipients in your publications.

6. Telephone to check local lists. For recipients living within the city and suburbs, simply use the telephone for verifying and correcting errors in the mailing list.
7. When all the normal methods have failed, delete names which have brought no response in a reasonable length of time and after a number of follow-ups have been conducted.

E. Expanding the mailing list

1. Ask active and influential recipients to add names of others who might be interested in regularly receiving the publications. This can be done verbally or by inserting a referral card or coupons in the documents.
2. Continue to compile lists of participants of seminars, conferences, training courses and workshops in population (and environmental) education. Very often, people who attend these meetings are key personnel from their respective agencies.
3. Enter names which are being added in the directories, membership lists, or mailing lists of other organizations, agencies, and associations.
4. Consider persons who are stimulated by the publications and who generate feedback in forms of letters. Usually, they request to be included in the mailing list, and they are likely to be the ones who have the most use for the publications.

Value of refining the mailing list

The more specific and refined the classification of your audiences, the better it is in terms of saving money, manpower, and time in the production and distribution of your materials. Oftentimes, organizations prepare and print materials in large quantities and distribute them to a large audience irrespective of their specific needs and interests. This imbalance in the dissemination of information costs money and wastes time and effort.

A refined mailing list is especially helpful if you run a 'Selective Dissemination of Information' (SDI) Service which brings new information and materials to the correct people at the right time and in the right form. The service focuses on the identification of specific and important audiences and the preparation or collation of materials particularly suited to their current needs and interests. This programme provides 'anticipatory' service in the sense that the next useful information is identified based on pre-determined needs or requests of users. And the information is processed into an interesting, relevant and easily understandable form to facilitate use. It follows three procedures:

Mailing lists and dissemination of documents

1. Identify from your mailing list individuals or groups who are interested in particular topic areas or who have emerging information needs (assuming that you have already conducted a profile and interest survey of your users).
2. Review publications and materials that come to your library or Clearing House with the end in view of selecting pertinent information or portions of materials that will match and answer the information needs and subject interests of your identified groups of users.
3. Process the material or publication in some way (*after having obtained permission of the holders of the copyright*) by writing a bibliography, abstracting it, reviewing it, taking an excerpt, duplicating it, adapting it or photocopying it and bring it to the attention of the identified groups of users.

For example:

Specific Groups of Audiences	Purpose/Information Need	Type of Materials
1. Curriculum writers or developers in the national population education programme (about 50 individuals)	This group of people is charged with the responsibility of developing curriculum materials and lesson plans which will integrate population education into various subject areas such as social studies, science, health, or ecology and the environment. Their interest areas are actual lessons and curriculum materials showing how population education can be made a part of various subjects in primary, secondary and higher education.	a) Collection of actual lessons integrating population education into various subject areas and selected from Asian countries. b) Scope and sequences illustrating entry points of population education concepts into a particular subject area, its subconcepts, and grade level. c) Visual aids to support the teaching of these concepts.
2. Trainers of population education methodologies	This group of people has the responsibility of equipping teachers with the knowledge and skills of using appropriate teaching methodologies in teaching population education. One specific interest area they have will be in teaching and training methodologies.	a) Collection of various training and teaching methodologies such as discovery approach, games, simulation, role-playing, showing step-by-step procedures on how to conduct each method. b) Actual games, simulations, role-playing and discovery approach lessons using population education concepts.

DISSEMINATION OF DOCUMENTS

In building your population education collection, the task extends beyond simply acquiring, classifying and arranging books and other materials and publications in attractive book shelves and cases. Depending on the objectives and resources available for your collection, various information dissemination activities can be undertaken to share the contents and materials in your collection with people who need it. Whatever activities you may undertake, it should be remembered that it is difficult to assume that sound information will be used, so you should be selective.

No matter how good and useful your collection of books and materials will be, you will find that it requires much extra effort to publicize it so that people utilize fully your services and publications. Some people have access to a great amount of information—and these individuals, as they tend to be busy, may not have the time nor desire to read each bit of population education material that crosses their desks. Each piece of information competes for their attention.

For other people, the situation is reversed. They may want and need material but find very little available. Hence they would use anything they may find—good or bad. Because of all this, it is desirable while building your collection to identify the most useful information there and reproduce it in the forms and language which are interesting, pertinent and understandable to your users.

Below are some standard documents and publications which you can attempt at preparing depending on your resources, capability, size of your collection and audiences.

1. Current awareness list

This is usually prepared for staff within an organization to alert them about materials just received. In general, current awareness lists take one of three forms:

- a short list of 'recent arrivals' (this can be compiled into an 'accessions list' after a period of time)
- copies of title pages from selected new publications and journals
- actual materials may be sent around to staff as a current awareness service.

The Clearing House prepares and distributes in the office a list of new arrivals every two weeks. The response to this has been only moderate.

2. Bibliography on a topic of general interest

A short basic bibliography may be useful to readers. A short selected bibliography showing sources for publications and including abstracts may be most effective. These could also take the form of recommended lists of reading for population education.

3. Directory of sources or information services

Often readers are not aware of the materials or services which are free or low-cost. In addition, people working in the same subject area may not be aware of each other's activities. Directories are made to serve these information needs. In the field of population, it seems that the majority of directories have been regional or international in nature. For large countries, a national directory (rather like a national set of case studies or case summaries) would be useful. Examples are:

East-West Communication Institute. *Sources of information on population/family planning; a handbook for Asia.* Honolulu, 1975. 263 p.

Unesco Regional Office for Education in Asia and the Pacific.* *Directory of libraries and documentation and information centres including library training programmes in Thailand.* (In preparation)

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* New title for 1981 of the former Regional Office for Education in Asia and the Pacific.

4. Long abstracts, reviews of materials

These are complete descriptions of longer materials that are condensed to two or three pages. Long abstracts are meant to give complete information to readers about materials that are too bulky, or are difficult for the reader to obtain or understand, but are none the less important. In issuing a long abstract, select a publication which you consider to be outstanding. It is suggested that your abstract contain information such as: title, author, publisher and address of the source of the publication; a paragraph describing the background or national context of the material; a careful and condensed description of not more than 500 words.

5. Reviews of literature, state-of-the-art papers

These can take many forms but they are basically digests or overviews of literature about one topic. As such, these reviews can present useful information that the readers might not have time to find for themselves. Examples of these are:

Burleson, Noel-David. *Population education: problems and perspectives; an analytical bibliography.* Paris, Unesco/Geneva, IBE, 1974, 96 p. (Educational documentation and information no. 193).

Srinivasan, Lyra. *Perspectives on non-formal adult learning.* New York, World Education, 1977. 122 p.

6. Excerpts of materials or reprints

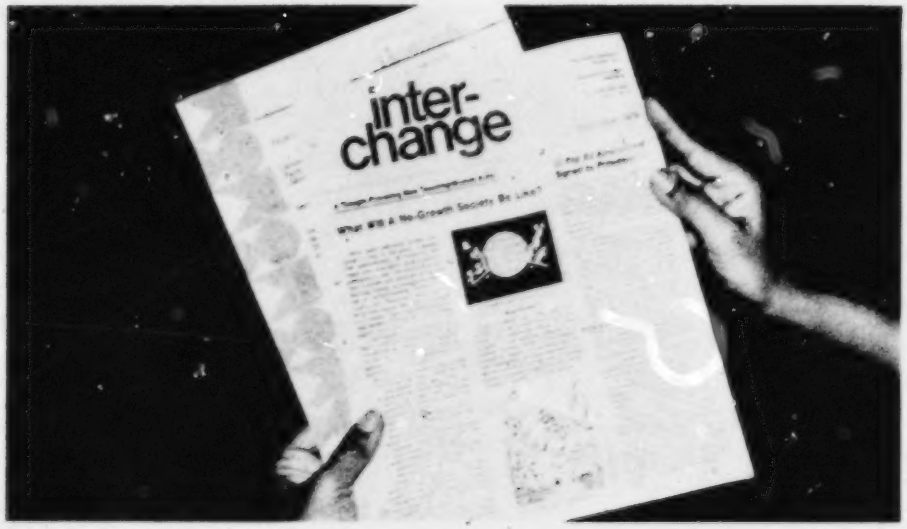
When a high-quality publication is found, it is sometimes not possible to obtain many copies of it for distribution. In addition, one part of a

publication may be especially useful or interesting and you may wish to take it out of the text and reprint it for your audience. This is particularly true of long workbooks, teacher's guides or sets of instructional materials. For example, a particular explanation about population education or a particular lesson plan might be worth duplicating for readers who could not get the entire publication.

If you decide to select a publication for reprinting or to prepare an excerpt, be sure that you have read it all. Prepare a short introduction giving the title, author, publisher, address of the source for the publication and a brief description of the entire publication from which the extract was taken. See the *Population Education in Asia Newsletter,* number 6, page 9, for an example of an excerpt (this is illustrated on the previous page). Some publications welcome reprinting and excerpting, but most are copyrighted. In this case, it is essential to write to both the author and the publisher of the material, requesting permission to reprint. In all cases, full credit should be given to the sources. If it is necessary to edit the excerpt (to correct grammatical errors or simplify the language), the excerpt is an 'adaptation' and this should be noted in the introduction to the excerpt *and in the letter to the author.*

7. News sheets

A news sheet is a short newsletter, usually no more than four pages long. At least two of those which deal with population topics have had notable success. These are ESCAP's *Population Headliners* and the population education news sheet from the Population Reference Bureau entitled *Interchange. Headliners* contains current news about people, projects and recent population



publications in the region of Asia and the Pacific. Items are seldom more than two paragraphs long. *Interchange* is meant for teachers and usually contains one short information article followed by a classroom activity. References to books and materials related to the main topic of each issue are also included. Both of these news sheets are worth examining carefully and using as models.

Another effective news sheet is prepared by the Department of Non-Formal Education in the Ministry of Education in Thailand. Written in the Thai language for people who have limited reading skills, it contains articles about health, population, planning and family life. This news sheet is tacked up on the wall for everyone to see. A very useful medium of communication, this is similar to village news sheets or short newspapers that are produced in some other Asian countries.

8. Data sheets

Over the years, one other publication seems to have caught the favourable attention of those involved in population education around the world. This is the *World Population Data Sheet* that is issued each year by the Population Reference Bureau. The *Data Sheet* contains population statistics for each country in the world. It is large enough to be used as a wall chart

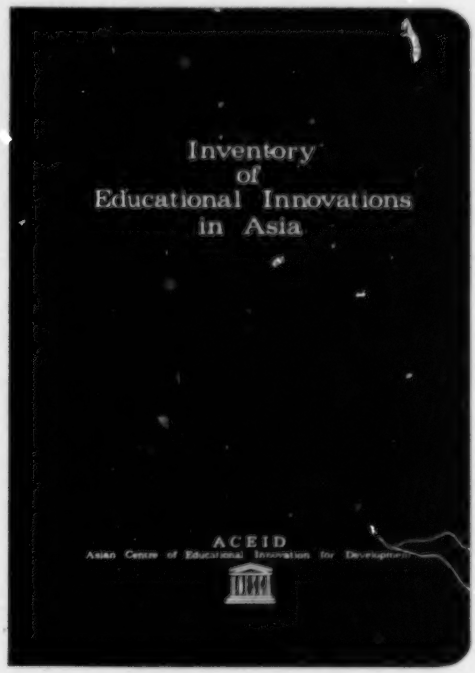
and simple enough to be used by anyone from secondary school pupils to professionals (due to problems of data collection internationally, its statistics are not always the most recent). Some countries have issued similar statistics in, for example, teacher's guides.

9. Case studies, reports and summaries, and inventories

Case studies or reports can vary from long evaluative descriptions of programmes to medium-length reports to short summaries. One set of case reports (running from three to eight pages each) are compiled in the publication *Family planning in action: some community-centred approaches.* In each of the case reports, a general description of the project is given and its major features pointed out—along with information about any evaluations that were conducted—then some lessons to be learned from the case are noted.

Case studies and reports are most useful for those who are planning or implementing similar activities. Thus studies of population education programmes would be most useful to the central staff and leaders of other programmes. Case studies for teacher trainees have been developed that describe problems between teachers and students or techniques for classroom management. In general, case studies and reports have become a useful tool for many different training programmes. If you select this activity, state the intended audience and purpose prior to preparing the case studies and reports.

The Unesco Regional Seminar for Documentation and Information Support for Educational Innovation held in February 1977 underscored the usefulness of short descriptions. They cited the example of ACEID's publication entitled *Inventory of Educational Innovations*. This is a collection of project descriptions, each a few paragraphs long, giving for each programme its background, objectives, methods of implementation, outcomes, resources that are involved, along with the address and contact person.



10. Translations of materials

The possibilities and need for translation are almost limitless in the region of Asia and the Pacific: from a national language to English or French, from English/French to a national language, from one language to another within poly-lingual countries and from one national language to another. The need for translation is growing, particularly with the recent changes in the language of instruction in the schools of many countries.

If you decide to have a publication or an article translated, be sure to determine the intended audience and the purpose the translation would serve. Translations, particularly good ones, require time and money and so high-quality items should be selected for translation.

For some of the national languages in Asia, there is a considerable difference between their spoken and written forms. In addition, many people in these countries still have an incomplete grasp of their national language. In these cases. it is very important that the writing be as clear as possible, avoiding unnecessarily difficult and technical words.

Good translation is not word-for-word. Capture the idea *in every detail* and place it gracefully in the second language. Edit your work critically to be certain that simple, clear writing is the result. An example of the need for careful rewriting and editing comes from the Indian National Scientific Documentation Centre (INSDOC). Under the leadership of Dr. S.R. Rangarathan, an extensive translation service was established at INSDOC using full-time and part-time translators along with editors. It was found that, even with coaching, more than half of the translations required much editing. Even after two years of work, only about one in three translators had become skilled enough that their work did not have to be edited.

11. Innovative materials

In this category would be items such as publications with photographs or drawings but little or no writing. Obvious examples are comic books and literacy instructional materials.

Some topics lend themselves to a visual presentation. For example, a booklet called *Design guide for secondary schools in Asia*, showing principles of school architecture,was produced by Unesco, Bangkok, with more pictures than text.

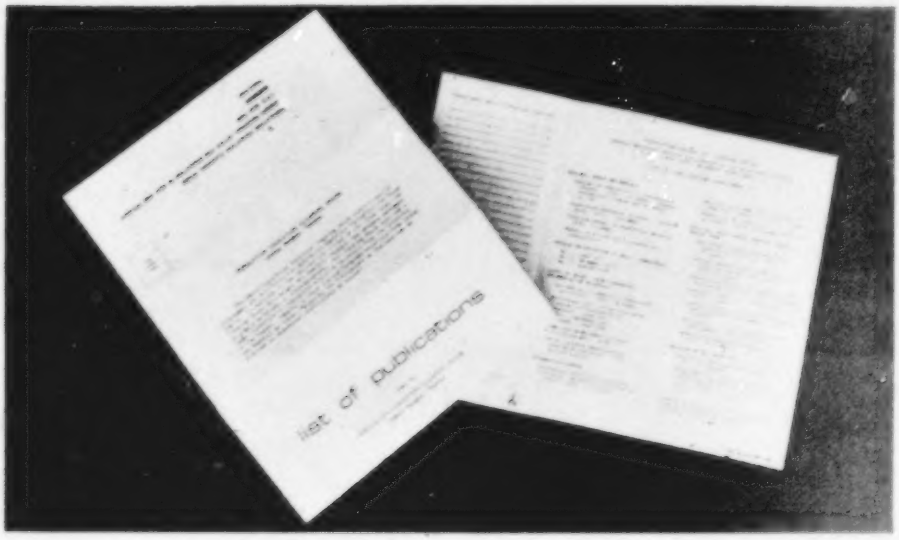
12. Newsletters

Newsletters take time to prepare and some effort to be successful. Many are started only to die in a short time. After making a first draft, send copies of this to as many colleagues and others as possible for their criticism and comment. Then take a first 'cold' look at the whole and test your own reaction to what you have written together with valid comments and additions or deletions. Specialists in both subject matter and *language usage* should go over the material before final typing.

A few brief suggestions are: try to avoid putting in boring articles just because someone has asked you to, or to fill space. Edit and re-edit. Correct, simplify and rewrite. There is some evidence to show that short newsletters are more likely to be read than long ones. If you write about an activity, use the names of people (especially if your readers know each other). Write about your readers' activities; if you include only information about your own organization, readers will lose interest. Include illustrations when possible. Include excerpts of some interesting materials from your readers. An illustration of various newsletters taken at random appears at the top of page 21.

13. List of publications or materials available for distribution

This is a standard publication also. If your goal is to distribute materials widely, it can be very useful. A list of available materials should be clear and



attractive and include a brief description of the institution or project that is making the materials available. The Clearing House has been sending these out as 'self-mailers' . . . that is, as forms which do not require envelopes when they are returned. This saves the person the effort of having to write a separate letter to request materials. At first, when the Clearing House started using these forms, everyone responded with a personal letter anyway. Now, perhaps 70 per cent are being received as self-mailers: a very useful technique. Be certain, however, that no publication goes on the list unless you are willing and able to distribute it.

14. Articles or 'blurbs' in regular publications for specialized groups

A 'blurb' is a brief description alerting the reader to the availability of some material or the existence of a programme. It may be worthwhile to prepare short articles or blurbs for specialized publications such as newsletters intended for government employees or teachers' unions or other.